Mark Scheme (Results)

June 2014

Pearson Edexcel GCSE in Psychology (5PS01) Unit 1: Perception & Dreaming

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Elaboration marks should only be awarded where the markscheme indicates and only if the point being made is an extension of an existing point which has earned credit.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response. Where only the 'first' answer can earn credit means top left.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed.

    The strands are as follows:

    (i)   ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

    (ii)   select and use a form and style of writing appropriate to purpose and to complex subject matter

    (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

/	means that the responses are alternatives and either answer should receive full credit.
( )	means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
[ ]	words inside square brackets are instructions or guidance for examiners.
Phrases/words in **bold**	indicate that the meaning of the phrase or the actual word is **essential** to the answer.
TE	(Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.
OWTTE	means Or Words To That Effect
ORA	means Or Reverse Argument

Unit 1: Perception and Dreaming

Topic A: How do we see our world?

Question Number	Answer	Mark
1	<table><tr><td></td><td>**Definitions of different depth cues**</td><td>Name **one** depth cue from the list above in each space</td></tr><tr><td>a</td><td>When lines appear to converge (come together) in the distance.</td><td>Linear perspective</td></tr><tr><td>b</td><td>When a nearby object covers up part of something behind it.</td><td>superimposition</td></tr><tr><td>c</td><td>When objects which are further away look closer to the horizon.</td><td>height in the plane</td></tr><tr><td>d</td><td>When identical objects look smaller if they are further away.</td><td>relative size</td></tr></table> 1 mark per box. If there is more than one answer per box, no credit unless one is clearly crossed out. Accept any understandable spelling. Accept clear indication of swapped answers e.g. with arrows.	AO1 = 4 (4)

Question Number	Answer	Mark
2	**D** Ambiguous figure	**AO1= 1** ( )

Question Number	Answer	Mark
3	**C** Illusory contour	**AO1= 1** ( )

Question Number	Answer	Mark
4	**A** Distortion	**AO1= 1** ( )

Question Number	Answer	Mark
5	**B** After effect	**AO1= 1** ( )

Question Number	Answer	Mark
6	<table><tr><td></td><td>Jobs (functions)</td><td>write the name of one structure in each space</td></tr><tr><td>a</td><td>Using this structure, Najia knows that the red, blue and yellow cars are all different colours.</td><td>cone / cones / visual cortex</td></tr><tr><td>b</td><td>When Najia looks at a car, this structure swaps some of the information from each eye to the other side of the brain.</td><td>optic chiasma / optic chiasm / optic chiasmata</td></tr><tr><td>c</td><td>Najia can tell the difference between black cars, white cars and grey cars using this structure</td><td>rod / rods</td></tr><tr><td>d</td><td>Information about what Najia can see leaves each eye through this structure.</td><td>optic nerve / optic nerves</td></tr></table> 1 mark per box. If there is more than one answer per box, no credit unless one is clearly crossed out. Accept any understandable spelling. Aceept 'optical' in place of 'optic' Ignore just 'optic'. Accept clear indication of swapped answers e.g. with arrows.	**AO2= 4** ( )

Question Number	Answer	Mark
7	**B** Confidentiality	**AO3= 1** ( )

Question Number	Answer	Mark
8	**D** Privacy	**AO3= 1** ( )

Question Number	Answer	Mark
9	**D** Put all the scores in order and find the middle one.	**AO3= 1** ( )

Question Number	Answer	Mark
10	**C** Find the biggest and smallest score.	**AO3= 1** ( )

Question Number	Answer	Mark
11(a)	**1 mark for 1 factor.** **If more than one factor, read part (b) and mark both parts for the benefit of the candidate.** Possible factors how close witnesses are to the action/how well they can see whether the witness even realises it is a crime scene how much attention the witness pays to the event the emotions witnesses feel. how scary the scene is / how scared a witness is (as an uncontrolled variable, not an ethical issue) the time they spend watching /how long the theft lasts **Look for other reasonable marking points** **Ethical points are irrelevant** here because not variables to be controlled but **credit can be given in b(ii)** **Reliability, validity etc do not earn credit** here as they are outcomes of controlling variables but **see b(ii) TE** **Answers relating to shopkeepers as witnesses/participants are incorrect**	**AO3= 1** **( )**

Question Number	Answer	Mark
11(b)	**1 mark per valid point/elaboration. OWTTE** **0 marks** No rewardable material. **1 mark** A brief comment about the difficulty/importance of controlling the factor. **2 marks** **Partial performance.** A reasonable comment about the difficulty/importance of controlling the factor. **3 marks** A clear, well explained comment identifying both the difficulty of controlling the same factor (as in (a)) and the importance of this. it is important to control whether the witnesses can even see the crime because if they can't they aren't going to be able to remember it anyway; (1 mark) and this is hard to do because you can't be sure that the witness is looking; (2nd mark) and if you tried to attract their attention it would defeat the aim because real criminals wouldn't try to attract attention to themselves; (3rd mark) **If 11(a) is blank or incorrect, up to 3 marks may be credited in 11(b) if a correct factor is identified.** **DO NOT RE-CREDIT THE FACTOR ITSELF, all marks are for the explanation.** **Accept ethical difficulties/importance in this section.** **Look for other reasonable marking points**	**AO3= 2** **( )**

Question Number	Answer	Mark
12	**B**	**AO3= 1** **( )**

Question Number	Answer	Mark
13ai	**C** An experiment	**AO3=1** **( )**

Question Number	Answer	Mark
13aii	Bread **Also accept** Loaf Loaf of bread **Accept any understandable spelling.** **Accept clear indications of swapped answers with bii e.g. with arrows**	**AO1=1** **( )**

Question Number	Answer	Mark
13aiii	Either drum or mail box **Also accept** **post box** **letter box**	**AO1=1** **( )**

Question Number	Answer	Mark
13b	1 mark per point/elaboration. perceptions are affected by expectations/associations (about what belongs in a kitchen); because we have a perceptual set (schema) based on the context; **Look for other reasonable marking points.** **The answer must go beyond tautology:** look at clip of stem on epen when marking **Accept general conclusions** (not linked to specific findings) **Accept 'recall' in place of identification here.**	**AO1=2** **( )**

Question Number	Answer	Mark
13c	**1 mark per valid point/elaboration. OWTTE**	**AO2=1**
	For each strength or weakness, max 2. **Apply markscheme twice.**	**( )**
	0 marks No relevant strength/weakness.	
	1 mark A relevant strength/weakness is **identified** but it is **generic**, ie not related to Palmer's study (if the comment could apply to other studies it is generic)	
	2 marks A relevant strength/weakness is **identified** and is explained such that it is **specifically related to Palmer's study.**	
	the participants were given standardised instructions; (1 mark)	
	because it was a repeated measures design they saw all of the conditions so were more likely to see demand characteristics; (1 mark) which means they could have tried harder if their second one was 'appropriate' because they would understand they were supposed to do better; (2nd mark)	
	strengths: ethically sound as participants given written instructions about what they would have to do so could give informed consent controlled timing so wouldn't identify some objects more readily because they'd seen them for longer randomised order of conditions they there wouldn't be practice/fatigue/order effects accepted different names for objects eg garbage can/trash can, pen/pencil had a control group with no context so it wasn't just that some conditions were easier excluded participants with poor unaided vision because they needed to be able to see the stimuli supported by similar studies eg Brewer & Treyens (1981) who showed that office-related things were generally well better from an office context. Can be usefully applied to trying harder to look for something in the 'wrong' place.	
	weaknesses: risks of repeated measures (order effects, demand characteristics) participants were all university students, who might be very similar so results might not generalise, eg students might eat a lot of sandwiches and toast so identify a loaf very readily. **Look for other reasonable marking points.**	
	No marks for 'fair test'.	
	No marks for simply stating a term eg 'it caused characteristics', 'it wasn't reliable', 'it used controls' all = 0 marks Participants were not specifically told the aims. However, **'Participants knew aims' cannot be marked as incorrect** because all participants	

were told about the task and about the appropriate, inappropriate and no context conditions beforehand.

No marks for simply stating a term eg' It caused demand characteristics/ wasn't reliable/ used controls' = 0 marks

Conversion: If a candidate identifies a strength or weakness, and uses it a second time, the identification mark can only be awarded once, but can be allocated to the candidate's best advantage eg:
Participants forgetting their glasses were excluded [accept this as link to study, although weak] [ID for strength]; *because they needed to be able to see the stimuli* [explanation – doesn't need to be applied as ID mark is already] *and it meant there were less participants* [weak explanation of weakness] =3 marks

Question Number	Answer	Mark
14	**C** random impulses trigger memories	**AO1=1** **( )**

Question Number	Answer	Mark
15	**A** memories are joined together into a story.	**AO1=1** **( )**

Question Number	Answer	Mark
16	1 mark for each answer. If more than two boxes are marked then 0 marks. **B** Detailed data are collected **C** Several different ways to collect information can be used	**AO3=2** **( )**

Question Number	Answer	Mark
17	1 mark per correct cross. Accept ticks in place of crosses only if all other spaces are blank. Do not accept a mixture of ticks and crosses. If more than two crosses are marked per column then 0 marks for that column.	**AO2=4** **( )**

Statements	Mark **only two** boxes in each column	
	(a) Strengths	(b) Weaknesses
Freud was objective.		
Little Hans's father observed little Hans a lot.	☒	
Little Hans's father knew about Freud's theory.		☒
Little Hans rarely saw Freud.		☒
Freud asked many detailed questions by letter.	☒	

Question Number	Answer	Mark
18	Dreaming involves cells in the brain called nerve cells or __**neurons**_____. According to Hobson and McCarley, activation and synthesis happen because _____**impulses**_____, which are electrical messages, are sent along these cells. These messages travel through the long part of the cell, which is called the _____**axon**_____ . To pass a message on to the next cell, chemicals called _____**neurotransmitters**_____ cross the gap between cells in a process called __**synaptic transmission**_____ . 1 mark for each correct answer. Ignore clearly crossed out alternatives. If more than one answer in an answer gap, take the first answer. If a word which is not on the list has been used, ignore it. Accept all understandable spellings.	**AO1= 5** **( )**

Question Number	Answer	Mark
19ai	Dreamwork;	**AO1=1** **( )**

Question Number	Answer	Mark
19aii	condensation	**AO1=1** **( )**

Question Number	Answer	Mark
19aiii	secondary elaboration	**AO1=1** **( )**

Question Number	Answer	Mark
19b	**1 mark per valid point/elaboration. OWTTE** **0 marks** No similarities or differences identified. **1 mark** **Either** a similarity **or** a difference is identified but it is **brief**. **2 marks** **Either** a similarity **or** a difference is described with **some detail.** **3 marks** **Either** Both similarity(ies) and difference(s) are identified but lack detail. **Or** Only strengths or only weaknesses but done well. **4 marks** Both similarity(ies) **and** difference(s) are identified (and at least **one in some depth**, which illustrates good understanding.) **5 marks** Both similarity(ies) **and** difference(s) are described and the answer demonstrates a **clear understanding**. Balance breadth with depth. Freud based his theory on less objective evidence than H&M (1 mark) Both are able to explain the bizarreness of dreams. Freud because the real content is disguised but Hobson & McCarley because they are triggered randomly. (2 marks) Hobson & McCarley's theory is more credible than Freud's because although both tried to explain why dreams are weird, Freud based his on wish fulfilment which you can't really measure but Hobson &	**AO2=5** **( )**

McCarley tested cats and showed how their brains worked when they were dreaming which is more believable. (3 marks)
A similarity is that they both say that dreams are odd and that we make things into a story. Freud says the story is to disguise the real meaning through secondary elaboration but Hobson & McCarley say it is just putting random ideas into a sequence because brains structure information. [2 similarities, the second is elaborated] A difference is that Freud studied little Hans and used subjective methods like studying his fantasies and this study was biased because it all came through little Hans's dad but Hobson & McCarley studied cats in a laboratory. [One difference, fairly well elaborated] (5 marks)

similarities:
explain strangeness of dreams
storyline.

differences:
Freud says dreams come from the unconscious, Hobson & McCarley say they are triggered memories.
Freud says the real meaning of dreams is hidden, Hobson & McCarley say they have no meaning.
Freud based on case studies/qualitative evidence, Hobson & McCarley based on scientific/quantitative evidence.
Freud used methods like dream analysis, Hobson & McCarley used EEGs/animals experiments

The elaboration of a similarity may expand into the territory of a difference. Where possible, credit to the candidate's best advantage (ie as a different point or as elaboration).

Comparisons must be 'pairs' eg Freud used case studies but H&M thought it was random memories' = 0 marks because not related.

Accept both the original and updated versions of Hobson & McCarley, ie accept idea of 'recent memories'.

Nature-nurture is irrelevant unless explained clearly eg 'H&M is nature because they explain using neurons but Freud is nurture because your memories of events are repressed but come into your dreams'

Remember that **similarities are hard to find** – they have to be appropriate and right to earn credit but may be simple.

Cannot earn credit for repeating the stem **(both explain dreams)**

Look for other reasonable marking points

Question Number	Answer	Mark
20a	independent groups (design) (accept: independent measures/between participants/ between subjects/unrelated groups/unrelated measures) **Accept ONLY terms, not descriptions**	**AO3=1** **( )**

Question Number	Answer	Mark
20bi	**0 marks** No suggestion of possible measure of effect of pictures on dreaming. **1 mark** Any suggestion of possible measure of effect of pictures on dreaming. eg Ask people what they dreamt about; give the Ps a questionnaire about their dreams; ask them to say whether they had dreamt about shoes/fruits/something else; **2 marks** Elaborated measure of effect of pictures on dreaming, eg operationalised or detailed to allow effective data collection. eg Use tick boxes to find out if Ps dreamt about sandals, boots, apples or strawberries. Ask open questions about dreams and count how many times they say a fruit or shoes. **Accept any measure that would elicit appropriate information.** **Both quantitative and qualitative measures are acceptable but either must be operationalised for 2 marks** **Operationalisation may be fruit- or shoe-related, or made clear in any other appropriate way**	**AO3= 2** **( )**

Question Number	Answer	Mark
20bii	**1 mark per valid point/elaboration. OWTTE** *Ask people what they dreamt about;* Very open question so different interpretations are possible; this might make the data unreliable; An open question might make people feel obliged to answer about their dream in detail; which is ethically unacceptable as they can't really withdraw/invades privacy; which might make them lie (data invalid); *give the Ps a questionnaire about their dreams;*	**AO3=2** **( )**

(accept) only gives quantitative data (which is not very detailed);

ask them to say whether they had dreamt about shoes/fruits/something else;
this would be a leading question;
which could cause inaccurate/invalid data/people to answer what they think is expected;

If 20(bi) is blank or incorrect, up to 2 marks may be credited in 20(bii) if a correct way to measure the dependent variable is identified.
DO NOT RE-CREDIT THE MEASURE of the dependent variable itself, all marks are for the description of the problem.

General flaws that could apply to any method (eg 'they forgot/might lie') **max 1,** must be **made specific to earn 2 marks.**

Second mark may be achieved by **using a term** (eg reliability, demand characteristics) **in an effective way.**

Look for other reasonable problems

Question Number	Answer	Mark
20ci	**1 mark per valid point/elaboration. OWTTE** *Hannah - test every participant in every condition:* overcomes problems of individual differences; OWTTE so if some participants ate a lot of fruit/owned a lot of shoes (and this affected their dreams) it wouldn't matter; *Oliver – sheet of white paper as control:* it wouldn't matter if some Ps dreamed about shoes/fruit anyway; because you would be able to measure how much more they dreamed about them (in the experimental condition); **Look for other reasonable problems** **Hannah:** **No marks** for stating this is **repeated measures** **No marks for 'more results' / 'more variety**' because this is about increasing sample size, not about changing the design. **Accept 'direct comparison' type answers** only when this indicates a recognition of the need to overcome individual differences **If candidate explains both Hannah and Oliver**, mark both and credit the best. The question asks how it would be better than the **original** study, so **no marks for comparisons between Hannah's and Oliver's methods**	AO3=2 **( )**

Question Number	Answer	Mark
21cii	**Accept any reasonable variable eg any relating to sleep, fruit or shoes**	AO3=2
	1 mark for identifying a suitable variable, 1 mark for describing it	**( )**
	time spent sleeping; otherwise the fruit/shoe/control participants might have more dreams anyway; tell them to set their alarm for eg 8 hours; time of going to bed; because this would affect the amount of dreams they had (so the amount the pictures could affect them); tell them to go to bed at eg 10pm; whether they go shoe shopping in the day; because this would affect how likely they were to dream about shoes; tell them not to go shoe shopping; whether they each fruit in the day; because this would affect how likely they were to dream about fruit; tell them to eat fruit; time to look at pictures; because otherwise they dream about them more/less; (do not accept 'remember' without reference to dreaming) make them all look at the pictures for the same length of time eg 15 seconds; **Credit description or explanation or ways to control the varaible.**	